

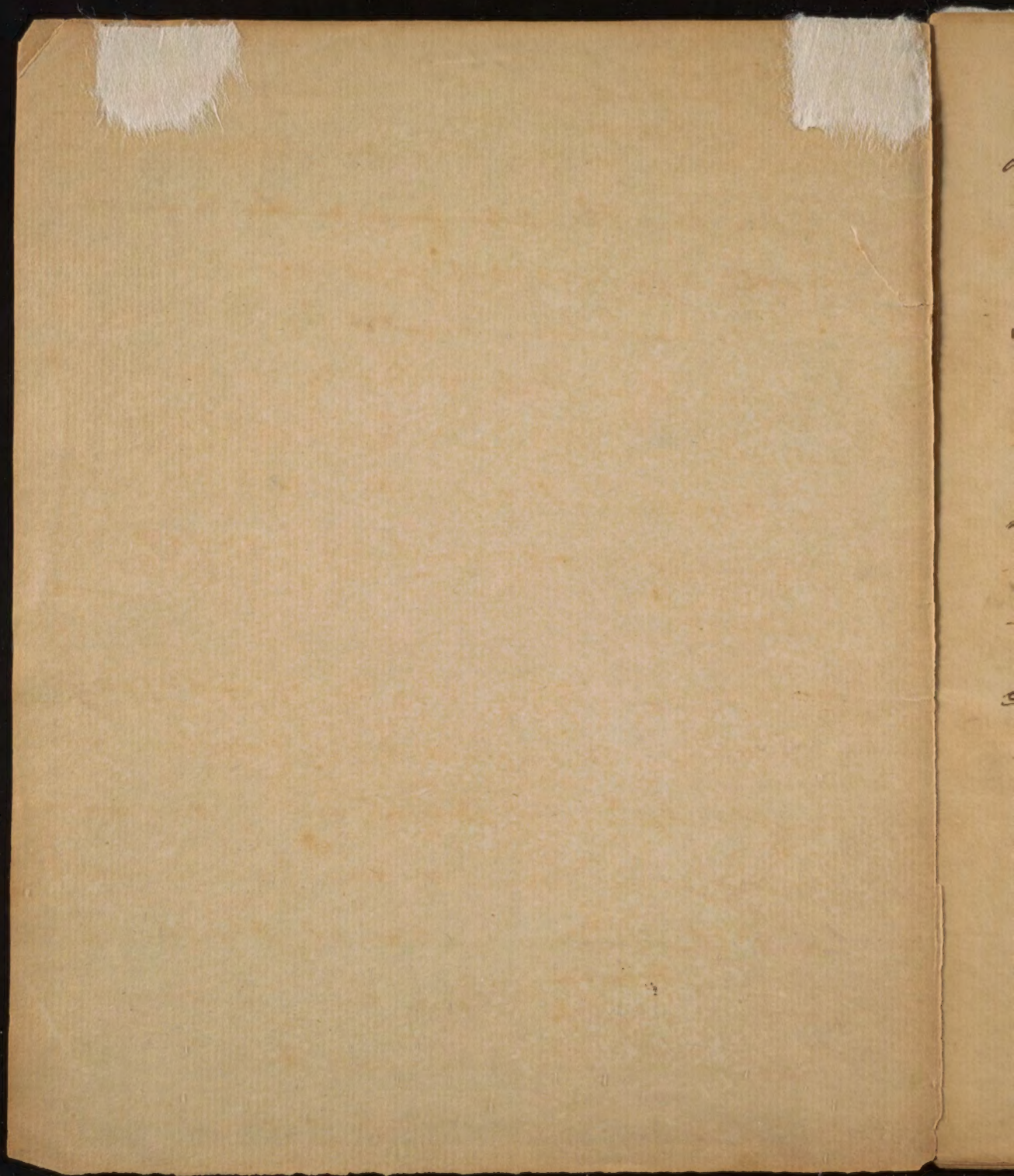
resuming
~~myself exclusively to~~
In entering upon this Subject
~~and~~ I must declare that I ^{am} ~~have~~

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attracted by no unkind feelings to
any of the gentlemen who preside over
those institutions, ~~on~~ who are con-
cerned in conducting education in them.
On the contrary, I consider myself as
related them, by the office of a teacher
of medicine which I hold in this

University. ^{The remarks therefore I shall}
make upon the plan ^{therefore}
of instruction pursued by them
be the strictures

shall ~~be~~ not ~~those~~ of an enemy, but
the complaints of a friend & a brother.
shall begin by taking notice,

I ~~cannot~~ ~~in the~~ ~~press~~ that
the same branches of learning are taught
in our American seminaries,
and in the same way, in which they



were
~~now~~ taught in the Universities of Great
200 years ago,
Britain, without a due Allowance being
made for the difference of ~~the time~~ and
~~of the~~ different obligations and interests
which have been created by time, and
the peculiar state of Society in a new ~~the~~
Country, in which the business of the principal
part of the inhabitants is to obtain the
first and most necessary means of Sub-
sistence.

It is equally a matter of ~~just~~ regret,
that no Accommodation has been made
in the System of education in our ^{Seminaries} ~~Country~~,
to the new form of our Government,
and the many national ^{Duties} ~~Objects~~ of
knowledge ^{Duties} that have been imposed upon
~~us~~ us by the American Revolution.

Instead of instructing our Sons in

✓ they are compelled to spend the first
School,
five years after they enter ~~what is~~
in learning two languages which
no longer exist, and are rarely
~~are rarely spoken~~ and are rarely
spoken, ~~when acquired from books -~~
- which have ceased to be the vehicles
of science and literature, & which
contain no knowledge but what is to
be met with in a more improved
& perfect state in modern languages.

This

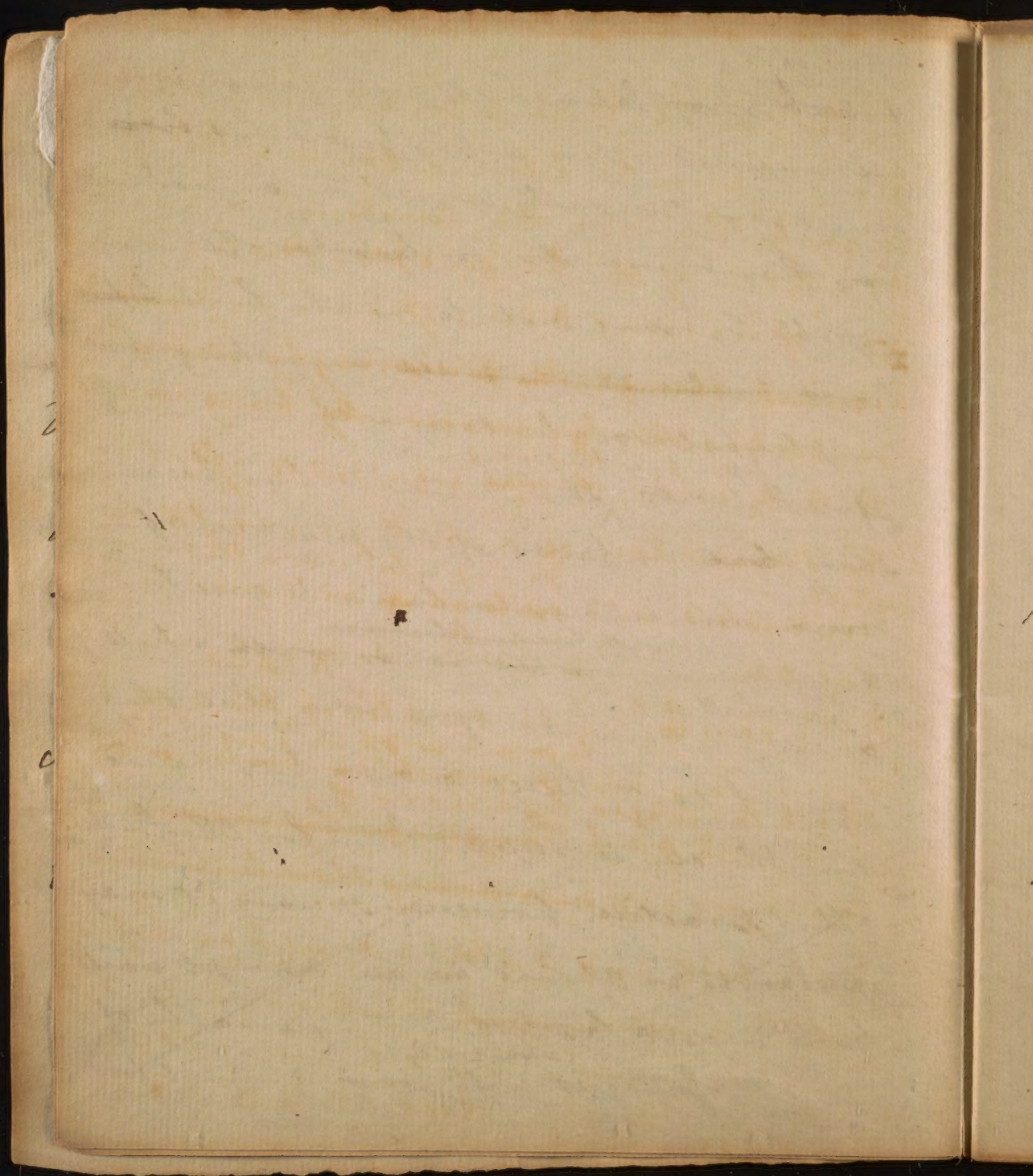
the ~~first~~ ^{most} Arts, essential to their existence,
and in the means of acquiring ^{that kind of} knowledge
which is connected with the time, the
country, and the government in which
they live, ~~they~~ are transported across the
ocean, and taught to live among a
people whose manners, laws, and even
languages have ceased to exist, for all
this is done by the custom of filling
up the first five years of a ~~young~~ boy's
time ~~in~~ ^{almost exclusively} teaching him, to ~~almost ex-~~
~~clusively~~, the latin and greek languages.

The ~~folly~~ of this practice ~~is~~ ^{is} ~~contrary~~
to reason, ~~and~~ is marked by several
circumstances ~~by~~ ⁱⁿ the manner in which
it is conducted, by several circumstances
which ~~as~~ ~~are~~ are, if possible, still more
characteristic of its folly.

This is so far from being true, that I
^{believe}
✱ ~~The dead languages when imposed thus~~
^{they}
~~early in life serve rather to weaken and~~
disturb his faculties, and to render them
unfit for the higher branches of educa-
-tion.

~~The~~
1 ~~but~~ ~~They~~ latin and greek languages
are imposed upon a boy before his ~~low~~
mind is sufficiently opened to comprehend
any thing principles, or ~~objects~~ ^{objects}. It is im-
possible by any art to make him before
~~he is twelve years of age~~, any thing but
a playful vocabulary of latin, and
^{before he is twelve years old.}
Greek words, ~~It~~ I know it has been

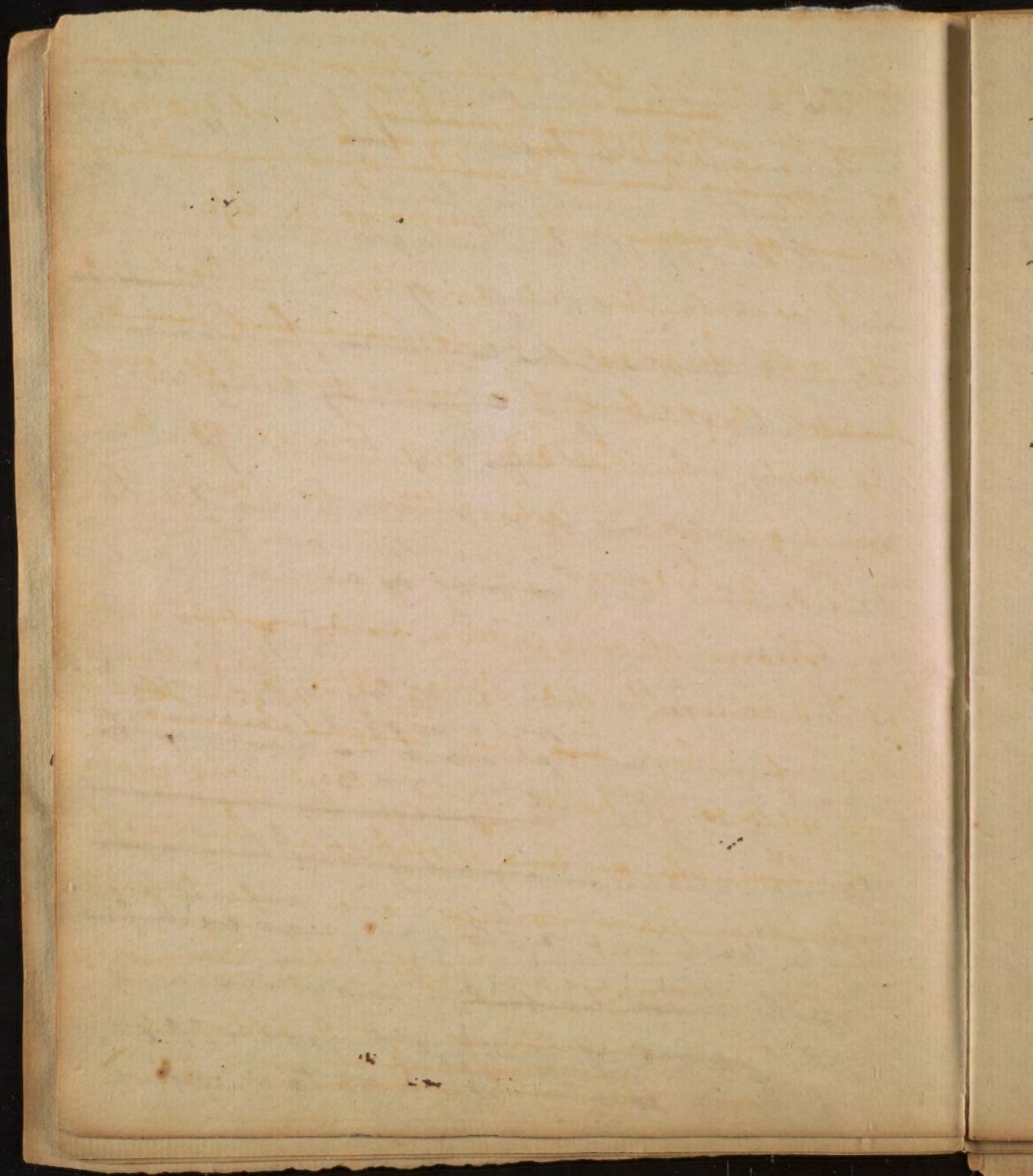
said ~~that~~ in favor of the practice of
~~words~~ connecting the latin & greek
^{with} ~~in the hands~~ ^{with} a kite,
or ^{or} ^a cup and ball,
^{or} ^a ~~in~~ in the hands of a boy, that they
serve like a wedge to open his mind,
and thereby to prepare him for other studies.
~~This practice however specious it may
appear, is as absurd as an attempt would
be to impart strength to the stomach of a
child by feeding it ^{constantly} with coarse animal food.~~



2 Too much time is consumed in teaching
grammar rules, before a boy is called upon
to apply them in the construction, and
translation of the languages. This is an inver-
sion of natural order. Grammar ^{rules} should be
~~acquired through the medium of reading &~~
~~translating the languages.~~ ^{By} being resorted
to only when ^{they were} ~~it was~~ required to assist in
the translation of a sentence, would be
perfectly understood, and ^{so impressed upon the memory} ~~so~~ as never to be
forgotten.

3 The ears ^{are} never employed the eyes, &
the memory ^{by means of} ~~is~~ in ^{acquiring} ~~learning~~
those languages by means of
Latin and Greek ~~languages by means of~~
conversations, ~~in acquiring those languages~~

4 The poets and orators are ^{preferred to} ~~read exclusive~~
~~of the more useful~~ historians and
philosophers of ancient times. The
former ~~are~~ are calculated to impart



pleasure only, the latter, ^{contain} ~~knowledge~~, contain
~~much useful~~ ^{contain much useful} knowledge, capable
~~of being applied to a great deal of the~~ ^{being applied to a great deal of the}
~~of application to public and private af-~~
~~airs of men~~ useful purposes in life. —

So much time is employed in teaching
the dead languages, as to leave but but a
small that but two years are left, out
of seven; in the ordinary course of a
young man's education to teach the
Arts and Sciences.

From this defective ~~and wasteful~~ mode
of teaching the dead languages, it follows
that few boys ~~are~~ ^{learn them so as to} ever taught ~~them~~
~~be able to~~ perfectly, and none who apply
to business, or to ^{to} professional business,
~~after they leave College~~, are able to read
them seven years after they leave College.

Reading, writing and Arithmetic
~~from the same~~ ^{imposing rank of} the Latin

2^d Such is ^{imperious}
V ~~know~~ the ^{agree} ~~imposing~~ ^{that} rank of the
Latin languages, ^{the} correct knowledge
is seldom obtained in the manner in
which they are taught, of Reading, writing
& arithmetic.

✓ and Greek languages, ~~holding in our seminaries~~
~~a correct knowledge of is seldom obtained in them~~
~~of reading, writing, and Arithmetic are so~~
~~obtained in them~~ ^{education}
~~very much neglected in the young of our~~

✓ ~~young men~~. Public Speaking is substituted
to reading. ^{The} ~~hand~~ writing is impaired by
composing ~~letters~~ ^{latin} versions, and no pains are
^{taken} ~~to instruct them in the proper use~~
of points and Capitals. Arithmetic is con-
~~sidered as the Science of Children~~. Wholly ne-
~~glected, or taught in~~ ^{a most} ~~superficial~~ a man-
~~ner, to be useful~~ of its total neglect I have
lately heard a melancholy instance. A
young gentleman who graduated ~~three~~ ^{some}
years ago at one of our ^{Seminaries} ~~universities~~ in-
~~formed me, that he had never been ex-~~
~~ercised in a rule of Arithmetic after he~~
~~entered~~ ^{left} College, and that he believed there
was not a member of ^{the} ~~his~~ class



that graduated with him, that could
repeat from memory, the multiplication
table.

What a strange compound of Contradictions is man, in all his pursuits! We
require a knowledge of reading, writing &
Arithmetic ^{in the business of} every day of our lives. We
seldom recur to our knowledge of the Latin
and Greek languages, and yet we spend
five years in acquiring them at the ex-
-pense of the common and practical
branches of English literature. In this
conduct we resemble a man who throws
away his coin, and burdens himself with
~~the~~ fragments of ancient statues in
travelling through a foreign country,
or to use a more familiar simile,
we lay out our patrimony in distant



tracts of distant territory, which ~~for~~
serve only to create a name for wealth,
and suffer at the same time by neg-
-lecting to obtain ^{a certain} ~~as comfortable~~
and profitable income by the cultivation
of a farm.

3 ~~There~~ ^{In many of} There is not I believe a ~~single~~ ^{single} college
learning in the United States in which a
Student is obliged to learn the French lan-
-guage previous to his being admitted to
a literary honor. ~~The knowledge of~~
~~what is required~~ ~~How much~~ the entertain-
-ment, and even splendor of a Commence-
-ment I am sure would be much en-
-creased by orations ^{or} ~~and~~ Dialogues in that
popular and general vehicle of
Science and literature.

5a

4 The German and Italian languages
are ~~not~~ not taught in any of the
Colleges of the United States. ~~not~~

5 A Course ~~Theology~~ ~~The~~ ~~series~~ of lectures upon the
evidences, doctrines and precepts of Christi-
-anity forms ^{no} ~~a~~ part of the education of
young men in our country. The small
portion of instruction which is given
upon these important subjects ~~is~~ ~~too~~
by means of Catechisms which ^{is too} ~~is too~~
abstruse to be intelligible, or too simple to
be useful.

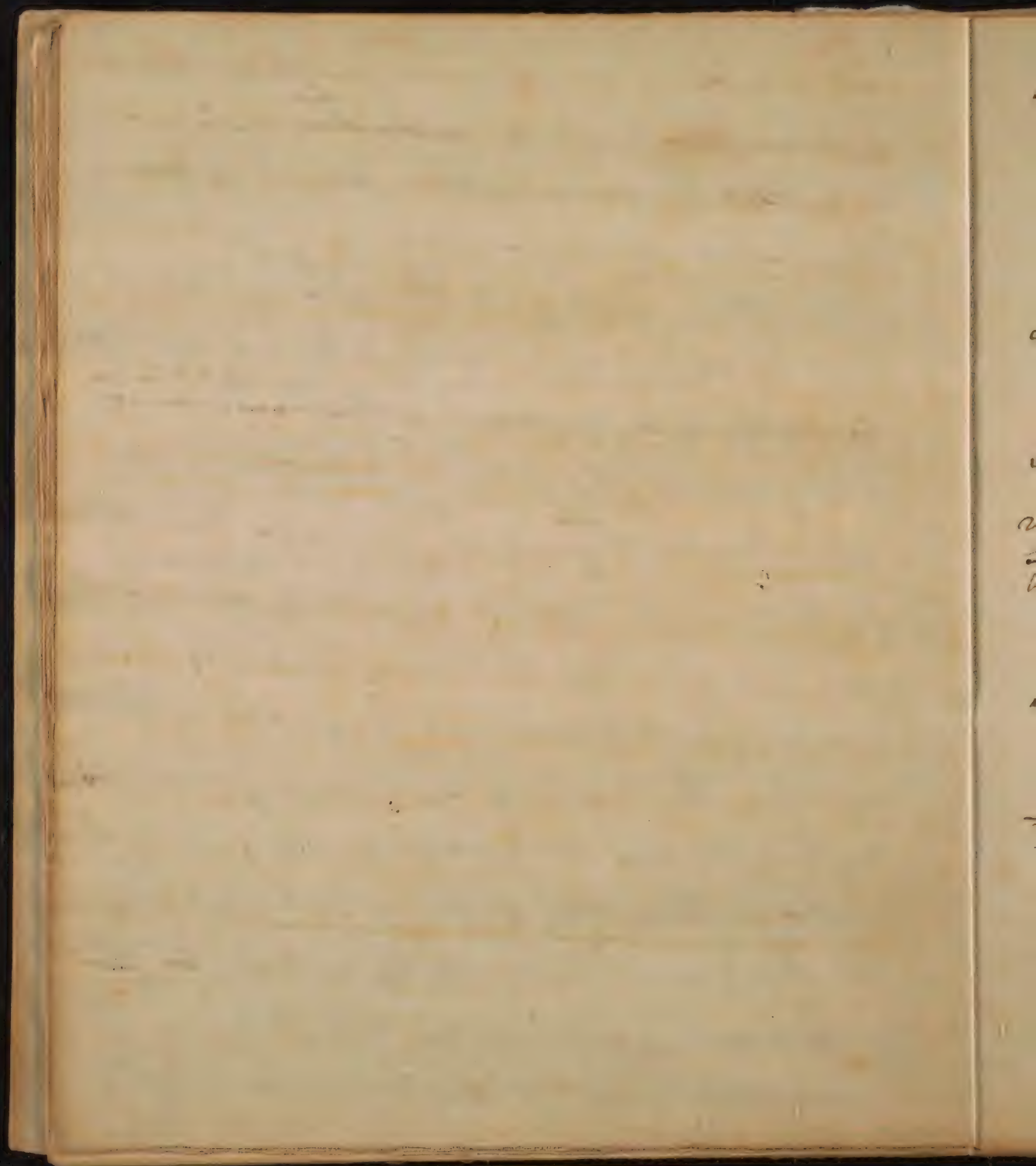
It is remarkable that the ancient
Greeks whose wisdom, we are ^{much} ~~so~~ ~~disposed~~
to admire, made the principal part
of education to consist in learning
the Religion and language of their

6 v No instruction is given in natural history in our American Seminaries.

^{The names of the beautiful}
Even ~~its names and latitude~~ ^{are} and various
furniture of our globe ~~is~~ ^{are} never men-
tioned in our Schools, except ~~that~~
~~our young men are taught~~ in a dead
language.

Country. The Americans in ~~their~~ plans
of education exclude ~~both~~ ^{the} ~~their~~ Religion
and ~~the~~ language of their Country from
~~their~~ plans of education as a system
altogether, and give ^{vernacular} ~~their~~ language but
a humble place, in their plans of education.
~~But this acknowledges no other teaching~~
^{But} Every truth has its counterfeit error
in which it ^{the} receives ^{the} homage due to
its original. The Americans ^{indirectly} ~~ignorantly~~
~~do~~ acknowledge the advantages of instru-
ction in the Religion and language of their
Country, by teaching our young men ~~the~~
the Religion and language of the ancient
Greeks. Thus the Indian acknowledges
the Being and Goodness of a God, ^{in his} ~~by the~~
idolatrous worship of the sun.

7 Geography is taught so superficially,



and crowded with so many ^{other} studies than
few young men know more than its
first elements, when they leave College.
~~In this way~~ There is not so much merit
in knowing this ^{science} ~~local history~~ of our globe
said Lord Mansfield, as there is disgrace
in being ignorant of it. We learn to
neglect this study from ^{the ancient practice of} ~~our~~ European
Schools.

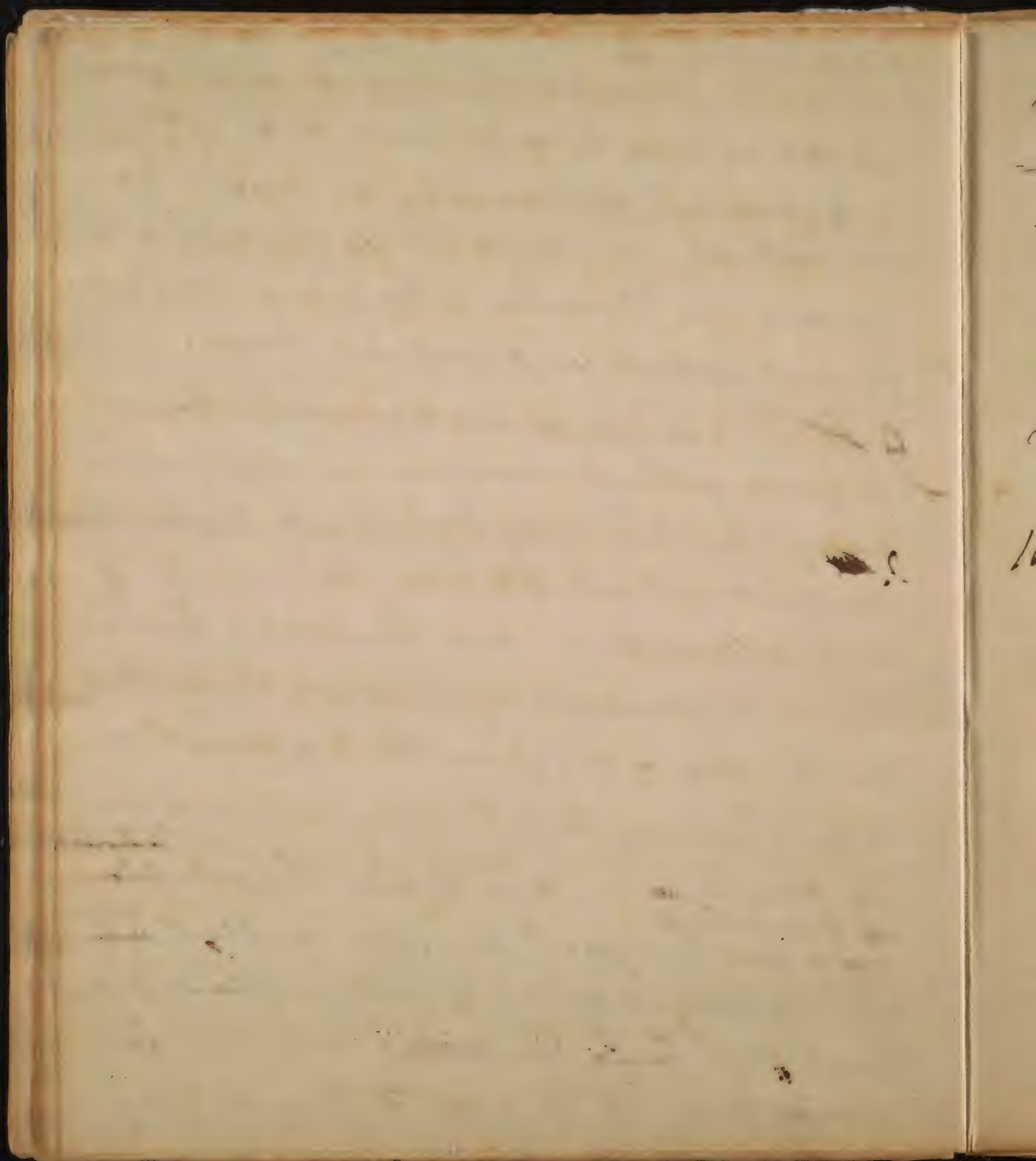
~~Professor~~ The celebrated Mr James Harvey
left the University of Oxford with the
character of an accurate Scholar. Soon
afterwards he was ^{referred to} ~~called~~ in a large com-
-parry to decide a controversy upon the
latitude of the ancient city of Jerusalem.
He ^{was silent,} ~~acknowledged his ignorance,~~ but
was so much ashamed of his ignorance
that he applied himself ^{immediately} to the study of
Geography, and became as eminent for



his knowledge of ^{critical knowledge of}
it, as he was for his ~~pi~~ ^{knowledge of}
~~polite literature~~ the dead languages.

8 Moral philosophy as taught in
our Colleges was declared by the celebrated
Jonathan Edwards, to be a regular system
of instruction in practical deism.

9 ~~The Science of metaphysics has un-~~
~~dergone a Revolution in our Seminaries~~
~~since~~ The works of Dr Reid & Dr Beattie have
produced a Revolution in the Science of
metaphysics in our American semina-
ries. It is now very properly limited to
the history of the faculties & operations
of the human mind. Very different ^{were} ~~about~~
its objects ~~in~~ in one of our Schools about
~~25~~ ^{thirty} years ago. I cannot recollect, ^{even} ~~at~~
at this distant period of time, without dis-
-gust, ^{having been} my ~~being~~ compelled to listen for
~~some~~ several hours to one of my



masters while he talked of possibilities -
instances, the infinity of space, ~~and~~ ^{the}
Ubiquity of Spirit, and ^{many} other ~~such~~ ^{such} subtleties
of the learning of the 13th & 14th Centuries.
And still we gazed, and still our wonder
grew.

"That One small head, should carry all
he knew.

10. ~~¶~~ I feel myself happy in being able to
do justice to the ~~best~~ ^{best} and good sense of our
Countrymen in the rank they have given
to mathematics ~~and natural philosophy~~
in all our Seminaries. But we have
reason to complain only of more time
being consumed in teaching some of its
speculative branches, than is ^{accommodated} ~~necessary~~
to the present exigencies of our Country.

~~¶~~ A laudable zeal has likewise been
discovered in ~~the Seminaries~~ of the United States

for the teacher
and afterwards, to ask ~~these~~ questions
upon them.

for the study of natural philosophy. It is to
be lamented that it ~~has not~~ ^{has} the
want of a ~~philosophical laboratory~~ ^{instrument, an extensive apparatus} ~~an apparatus~~
very much limits ⁱⁿ ~~too~~ ^{important} instructions upon this
branch of science ~~its extensive~~ ^{in all our} ~~that~~
American seminaries.
~~correct them in the European seminaries.~~

12 In teaching the different ~~branches~~
^{that have been mentioned,}
~~of sciences~~, it is common to give but
one course of each of them to a class, in
which little more is understood than ~~the~~
the ~~meaning~~ meaning of the technical
~~words~~ ^{terms} of the science. To teach them
perfectly, they should be repeated two or
three times. It is common likewise to
^{oblige} ~~ask questions of~~ students ^{to read} upon the subjects
of lectures before they ~~have~~ ^{hear} them,
This is an inversion of the natural
order of instruction. A lecture should

a note

+ In this way Dr Priestley taught
the Academy of Warrington ^{in England,} and to it, he
owed ~~his~~ most of his precepts & fame as a
teacher. —

first be given, ~~to~~ and the students afterwards be interrogated upon all its parts.

If any Obscurity should remain in their minds, they should be encouraged to apply publicly, or privately to their teachers to have it removed. +

13 From a review of what has been said, it is obvious that Learning, and Knowledge, are distinct things. Words constitute ~~knows~~ learning. Knowledge consists only of truth, of which words are nothing but the vehicles. It is further obvious from the ^{facts} ~~proceeding~~ that have been mentioned, that the person we call a Scholar has commanded an undue degree of respect from the world. He is too often nothing but a living vocabulary of ~~dead~~ dead words. I should be glad to see the term banished our country as far as it relates to the Latin &



greek languages, and the ^{epithet} ~~learned~~ Philoso-
-phers - ^{a well-informed} ~~wise~~ man, and good citizen
substituted in its room.

we have rejected hereditary power ^{we}
in the governments of our country. But
continue ^{the willing} subjects of ^{a system} ~~the~~ ~~plans~~ of education
imposed upon ^{us by} our ancestors in the 14th &
15th centuries. Had ~~medicines~~, agriculture,
mechanics, astronomy, navigation &
medicine been equally stationary, how dif-
-ferent from the present, would have been
the condition of mankind! Considering the
immense influence which the art of prin-
-ting, commerce, and the ~~changes~~ ~~which~~
~~have taken place~~ ~~discovery & settlement~~ of the
~~new~~ discovery & settlement of ~~the~~ South &
North America have had upon human af-
-fairs, and ~~political~~ ~~only~~ it is not too bold
to assert that there is scarcely any thing just
or proper in art or science that was



believed to be so, two hundred years ago.

The presses of Europe & America have lately teemed with publications in favor of the rights of man. The rights of women have likewise been asserted with great eloquence and eloquence. To these performances I should be glad to see added a defence of the rights of schoolboys. Much ~~to~~ might be said in favor of their right to be taught to be fitted by the early and proper use of their senses in becoming acquainted with the works of nature & art - to be acquire ideas before words - to be instructed in the means of maintaining a familiar ^{& correct} intercourse with the world by means of reading, writing and arithmetic, - to be governed at school by the principles of reason & humanity, ^{and finally their right} to the inheritance of ^{their} ~~the~~ ^{mind's} faculties un-
~~of and direction of~~ ^{impaired}

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by ~~useless~~ ^{useless} & debilitating studies,
finally ~~to the right~~ ^{to the right} of ~~the~~ ^{the}
and ~~to finally~~ ^{to finally} to ~~the right~~ ^{the right} to ~~conspire~~ ^{conspire}
~~this time and attention in that way~~
of directing of their faculties to those purposes
for which they were intended, by their
wise and benevolent Creator.

I am aware gentlemen of the preju-
dices which are entertained against many
of the opinions which I have delivered ~~upon~~
in the course of this lecture. It was re-
marked that not a single physician who
was above forty years of age, adopted Dr Harvey's
discovery of the Circulation of the Blood. I
despaired of making proselytes among men
who have passed that unchangeable period
of life. All ~~my hopes of success in spreading~~
~~my opinions are founded upon the badness &~~
~~freedom of inquiry which are connected in~~
~~youth~~ ^{early} ~~life~~ with the study of medicine. I shall
submit therefore with patience to the obloquy
which awaits them from the friends

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of the ancient Order of things. They will
~~not~~ ~~perish~~ with this Author, nor pass
away. To this Obloquy I shall submit
with patience, under a full conviction
that the rising generation, of which you
compose a respectable part, will do me
opinions of justice. ^{with you} permit them to
with the name of this Author, nor ~~pass~~ ^{to}
~~away~~ pass away with the hour in which
they have been delivered.

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